



University of  
Reading

## DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

### 1. STUDENT INFORMATION

1.1 Family name(s)  
**WATE**

1.2 First name(s)  
**Amy**

1.3 Date of Birth (day/month/year)  
**28 May 1996**

1.4 Student identifiers

University student record number:

**23004523/1**

Higher Education Statistics Agency number:

**1411570045235**

### 2. PROGRAMME INFORMATION

2.1 Programme studied and (where applicable) title conferred  
**Master of Science (Integrated)**

2.2 Main fields of study for the qualification  
**Psychological Theory and Practice**

2.3 Name and status of awarding institution

**The University of Reading**

The University is an institution established under Royal Charter and is in receipt of public funds.

2.4 Name and status of institution administering studies (if different from 2.3)

Not applicable

2.5 Language(s) of instruction/examination  
**English**

### 3. INFORMATION ON THE LEVEL OF QUALIFICATION

3.1 Programme Level (see section 8 below)  
**Undergraduate Masters level**

3.2 Length of programme  
**4 years**

3.3 Entry requirement(s)

University entrance requirements, as detailed in the programme specification at [www.reading.ac.uk/progspecs](http://www.reading.ac.uk/progspecs).

### 4. PROGRAMME OUTCOMES AND RESULTS GAINED

4.1 Mode of study  
**Full-time**

4.2 Programme requirements

For programme information on aims and learning outcomes see the programme specification at [www.reading.ac.uk/progspecs](http://www.reading.ac.uk/progspecs).

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of the original document

Signed *N. Protheroe*

Title *Exams Administrator*

Dated *25.12.2021*

Email *examinations@reading.ac.uk*

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23004523/1 - WAITE, Amy

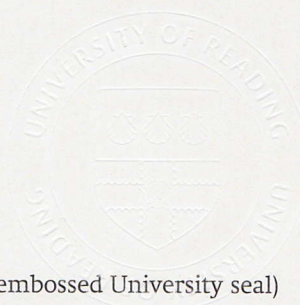
## 4.3 Programme details

Details of the modules taken and results obtained for modules are given below.

| Module Code                    | Level | Credit Weighting | Module Title                                                            | Mark | Grade | No of attempts at module |
|--------------------------------|-------|------------------|-------------------------------------------------------------------------|------|-------|--------------------------|
| <b>Part 1 - Session 2014/5</b> |       |                  |                                                                         |      |       |                          |
| PP1RA                          | 4     | 20.00            | Reason and Argument                                                     | 82   | A     | 1                        |
| PY1AP                          | 4     | 10.00            | Applied Psychology                                                      | 62   | B     | 1                        |
| PY1CG                          | 4     | 10.00            | Cognition and Learning                                                  | 51   | C     | 1                        |
| PY1CL                          | 4     | 10.00            | Clinical Psychology                                                     | 69   | B     | 1                        |
| PY1DV                          | 4     | 10.00            | Developmental Psychology                                                | 63   | B     | 1                        |
| PY1IN                          | 4     | 10.00            | Introduction to Neuroscience                                            | 73   | A     | 1                        |
| PY1PC                          | 4     | 10.00            | Perception                                                              | 50   | C     | 1                        |
| PY1PR                          | 4     | 20.00            | Psychological Research                                                  | 71   | A     | 1                        |
| PY1SK                          | 4     | 20.00            | Skills for Psychology                                                   | 75   | A     | 1                        |
| <b>Part 2 - Session 2015/6</b> |       |                  |                                                                         |      |       |                          |
| PY2CN                          | 5     | 20.00            | Cognition                                                               | 68   | B     | 1                        |
| PY2ITC                         | 5     | 20.00            | Introduction to CBT                                                     | 80   | A     | 1                        |
| PY2NS                          | 5     | 20.00            | Neuroscience                                                            | 73   | A     | 1                        |
| PY2PS                          | 5     | 20.00            | Personality and Social Psychology                                       | 70   | A     | 1                        |
| PY2RM                          | 5     | 20.00            | Research Methods and Data Analysis                                      | 77   | A     | 1                        |
| PY2TA                          | 5     | 20.00            | Typical and Atypical Development                                        | 66   | B     | 1                        |
| <b>Part 3 - Session 2016/7</b> |       |                  |                                                                         |      |       |                          |
| PY30PL                         | 6     | 60.00            | Placement (P3)                                                          | 75   | A     | 1                        |
| PY3EAA                         | 6     | 20.00            | Engagement and Assessment of Common Mental Health Problems              | 70   | A     | 1                        |
| PY3TRT                         | 6     | 20.00            | Evidence-based low-intensity treatment of common mental health problems | 66   | B     | 1                        |
| PY3VEC                         | 6     | 20.00            | Values, Employment and Context                                          | 70   | A     | 1                        |
| <b>Part 4 - Session 2017/8</b> |       |                  |                                                                         |      |       |                          |
| PY4C                           | 7     | 10.00            | Contemporary Issues                                                     | 82   | A     | 1                        |
| PY4PR                          | 7     | 40.00            | Empirical Project                                                       | 84   | A     | 1                        |
| PYM2CL                         | 7     | 10.00            | Clinical Neuropsychology                                                | 65   | B     | 1                        |
| PYM3P1                         | 7     | 10.00            | Development of Psychopathology                                          | 75   | A     | 1                        |
| PYM4PT                         | 7     | 20.00            | Psychological Treatments                                                | 75   | A     | 1                        |
| PYMSA3                         | 7     | 30.00            | Study Abroad                                                            | 85   | A     | 1                        |

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Signed N. P. [Signature]  
Title Examination Administrator  
Dated 25/12/2021  
Email examination@reading.ac.uk



#### 4.4 Grading scheme

|    |                                                              |
|----|--------------------------------------------------------------|
| A  | 70-100, equivalent to First Class Honours level              |
| B  | 60-69, equivalent to Second Class Honours, Division 1, level |
| C  | 50-59, equivalent to Second Class Honours, Division 2, level |
| D  | 40-49, equivalent to Third Class Honours level               |
| E  | 35-39, equivalent to Below Honours standard                  |
| F  | 30-34, Fail                                                  |
| G  | 0-29, Fail                                                   |
| P  | Passed (grade only)                                          |
| F  | Failed (grade only)                                          |
| DN | Deemed not to have sat due to exceptional circumstances      |
| NC | Assessment not completed (for good cause)                    |
| U  | Unassessed module                                            |

For an explanation of the level of modules, please see section 8.

#### 4.5 Final classification

##### **FIRST CLASS HONOURS**

### **5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION**

#### 5.1 Access to further study

This award may provide access to a Postgraduate Masters (Level 7) programme or, on occasion, to a Doctoral (Level 8) programme.

#### 5.2 Professional status

Not applicable

### **6. ADDITIONAL INFORMATION**

#### 6.1 Additional information

Placement Abroad. This student has completed a semester/term of study at Århus Universitet during 2017/8 as part of their programme of studies at the University.

#### 6.2 Further information sources

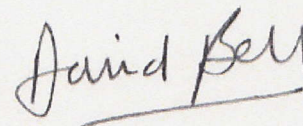
For further information please refer to [www.reading.ac.uk](http://www.reading.ac.uk)

### **7. CERTIFICATION**

#### 7.1 Date of issue

25 February 2021

#### 7.2 Signature



Vice-Chancellor

#### 7.3 Official stamp or seal

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Signed W. Protheroe  
Title Exams administrator  
Dated 25/2/2021  
Email examinations@reading.ac.uk





University of  
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23004523/1 - WAITE, Amy

## 8. DESCRIPTION OF HIGHER EDUCATION IN ENGLAND, WALES AND NORTHERN IRELAND

In England, Wales and Northern Ireland, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government. Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

### Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales which award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions which award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college' although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies>. Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.bis.gov.uk/policies/highereducation/recognised-uk-degrees/listed-bodies>.

Qualifications The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - [www.qaa.ac.uk](http://www.qaa.ac.uk)). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/qualifications-can-cross-boundaries.aspx>)

Quality Assurance Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

Credit Systems Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admission The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

1 The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).

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Signed N. Protheroe

Title Exams Administrator

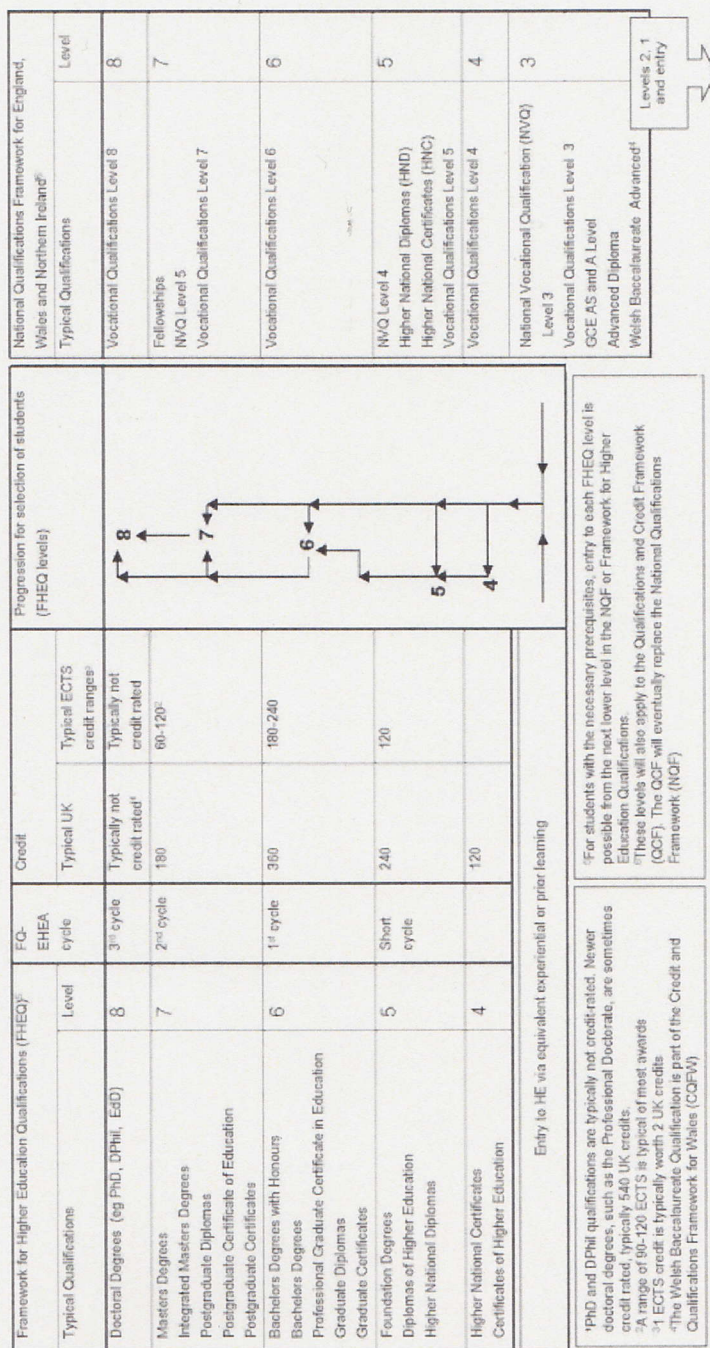
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### Diagram of higher education qualification levels in England, Wales and Northern Ireland



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 Title... Exams Administrator  
 Dated... 25/2/2021...  
 Email... exams@uk.nsa.reading.ac.uk

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University of  
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## DIPLOMA SUPPLEMENT ANNEXE

AMY WAITE

Student Record No.: 23004523/1  
Date of Birth: 28 May 1996  
HESA Number: 1411570045235

*The HESA number is assigned by the Higher Education Statistics Agency. You may need to quote this number if you follow further courses at a University.*

The above student was registered at this University from September 2014 to June 2018 and during this period was recognised for the following achievements or participated in and/or completed the following additional activities or modules.

### Voluntary activities

#### Reading Experience and Development (RED) Award (2015/6)

This student has been awarded the Reading Experience and Development (RED) Award in recognition of the extra-curricular activities which they have undertaken. To complete the RED Award, students must complete a minimum of 50 hours of extra-curricular activity and attend a Completion session focusing on the skills that they have developed during the scheme. For further information on the RED Award, please see: [www.reading.ac.uk/redaward](http://www.reading.ac.uk/redaward).

#### STaR Mentor

This student was a volunteer mentor to new students. They provided a personal approach to helping new students settle into university life, focussed on orientation, integration and helping new students to navigate the complex structures of the University. Mentors develop leadership qualities, interpersonal skills, and an insight into different perspectives of the world we live in.

### Other activities

#### Undergraduate Research Opportunities programme (UROP)

This student has successfully completed a summer research placement within the University as part of the Undergraduate Research Opportunities Programme.

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Title *Exams administrator*  
Dated *25/2/2021*  
Email *examinations@reading.ac.uk*



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